

Content Area: Social Studies**Standard: 2. Geography****Prepared Graduates:**

- Examine places and regions and the connections among them

Grade Level Expectation: Kindergarten**Concepts and skills students master:**

1. People belong to different groups and live in different places around the world that can be found on a map or globe

Evidence Outcomes**Students can:**

- a. Compare and contrast how people live in different settings around the world
- b. Give examples of food, clothing, and shelter and how they change in different environments
- c. Distinguish between a map and a globe as ways to show places people live

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. What would it be like to live in another city, state, or country?
2. Why do people belong to different groups?
3. What makes a place special to the people who live there?

Relevance and Application:

1. People live in different settings and interact with their environment based on location. For example, people living in colder climates wear more clothes, and people in areas where there are floods live on higher ground or in houses on stilts.
2. People belong to different groups throughout their lives including sports teams, hobby clubs, political, or religious groups.

Nature of Geography:

1. Spatial thinkers investigate other cultures and how they have been influenced by the climate, physical geography, and cultures of an area.

Content Area: Social Studies
Standard: 4. Civics

Prepared Graduates:

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Grade Level Expectation: Kindergarten

Concepts and skills students master:

- 2. Civic participation takes place in multiple groups

Evidence Outcomes

Students can:

- a. Categorize examples of people and events that relate to civic participation
- b. Give examples of qualities of a good citizen
- c. Practice citizenship skills including courtesy, honesty, and fairness in working with others

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What qualities make people good citizens?
2. Why would people want to have friends from different groups?
3. What can you do to be an active and helpful member of your class and school?

Relevance and Application:

1. The ability for civic participation differs with age and place. For example, children can volunteer and adults can run for elected office.
2. Individual actions can make the community better. For example, people clean up the highways or volunteer in shelters.

Nature of Civics:

1. Responsible community members exist across the globe and participation is influenced by cultural norms.
2. Responsible community members study citizen participation and structures that bring security and stability to community life.

Content Area: Social Studies**Standard: 3. Economics****Prepared Graduates:**

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Grade Level Expectation: Kindergarten**Concepts and skills students master:**

1. Ownership as a component of economics

Evidence Outcomes**Students can:**

- a. Give examples of ownership of different items
- b. Recognize and give examples one person may want to use another's object and that this requires asking permission and sharing

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. Can you show me who owns this (any item)?
2. If you want to use someone else's item what must you do?
3. What happens when someone wants to use something that belongs to you?
4. What do we do if there is not enough of something we all want? (scarcity)
5. What are things that everyone collectively owns?

Relevance and Application:

1. Individuals interact with each other and the concept of ownership on a daily basis. For example, people purchase items for their use, donate items for others to use, and ask for permission to use someone else's item.
2. Technology is used to indicate and keep track of ownership. For example, pets may have microchips implanted and libraries use bar codes to keep track of their books.

Nature of Economics:

1. Economic thinkers study ownership as a key principle of economics.
2. Economic thinkers understand that some items are more desired than others and are more in demand.

Content Area: Social Studies
Standard: 3. Economics

Prepared Graduates:

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Discuss how purchases can be made to meet wants and needs (PFL)

Evidence Outcomes

Students can:

- a. Identify the difference between personal wants and needs
- b. Give examples of the difference between spending income on something you want versus something you need

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are wants and needs?
2. How do people balance between wants and needs?
3. What is the difference between a want and a need?
4. How can money help people to meet their wants and needs?

Relevance and Application:

1. Individuals make choices about purchasing to serve wants and needs. For example, parents pay bills prior to purchasing movie tickets or toys.

Nature of Economics:

1. Financially responsible individuals differentiate between needs and wants.